

CURRICULUM POLICY AND PROCEDURES FRAMEWORK

Additional Support Needs Policy and Procedures

1.0 Purpose

The purpose of this policy is to establish a policy framework for Additional Support Needs, in line with best practice in Equality, Diversity and Inclusion.

2.0 Policy Statement

Jewel & Esk College will provide all reasonably practicable support to ensure access to learning opportunities.

3.0 Legislative framework

This policy was developed with reference to the following legislation:

The Human Rights Act
Health and Safety Legislation
Disability Discrimination
Data Protection Act (1998)
Protection of Children (Scotland) Act 2003
Part V of the Police Act 1997

4.0 Scope

- 4.1 This policy covers ALL students enrolled with Jewel & Esk College.
- 4.2 This policy should be read in conjunction with the College's Equality, Diversity & Inclusion Policy and its separate Disability, Race and Gender Equality Schemes; the Attendance, Participation and Achievement Policy; the Disciplinary Policy; the Assessment Policy, The Special Programmes (DPG18) Guidelines and any other relevant policies.

5.0 Responsibilities

- 5.1 The Principal is the final arbiter in the interpretation of this policy.
- 5.2 The Depute Principal is responsible for the implementation and development of this policy.

- 5.3 Heads of Faculty are responsible for the effective and consistent operation of this policy through the overall management of procedures.
- 5.4 The Learning Manager for Additional Support Needs is responsible for implementing the Additional Support Needs Policy through
 - the Curriculum Leader for Learning Support
 - the Learning Support team
 - the Curriculum Leader for Bridging programmes (DPG18 Programmes)
 - the Bridging Programmes team.
 - Personal Learning and Support Plans (PLSPs) across the college
- 5.5 Learning Managers in Faculties where other DPG18 courses are run are responsible for maintaining the required quality and validity of the curriculum and must ensure appropriate support is put in place.
- 5.6 In the Communities Section the Schools Co-ordinator is responsible for ensuring approved PLSPs are kept.
- 5.7 In teams where DPG 18 course are offered, a named person must take on the responsibility for these courses in line with section 5.5. It is a requirement of the Funding Council that PLSPs are kept for six years following the year in which they are completed.
- 5.8 All PLSPs for DPG18 programmes must be lodged with the Learning Manager Additional Support Needs by the end of July each year for audit purposes.
- 5.9 Course teams have a responsibility to refer to the Learning Manager, Additional Support Needs, any student who discloses an additional support need during the application process in order to ensure that support needs are identified and can be met within the resources available to the college.
- 5.10 The Equality Diversity & Inclusion Group is responsible for reviewing the impact of this policy and the reasonableness of its operation, particularly in compliance with the Disability Discrimination Act (DDA).
- 5.11 The Curriculum Leader, Learning Support and the Learning Support team, and the Curriculum Leader for Bridging programmes and the Bridging Programmes team within the Faculty of ICS are responsible for the development of a range of Learning Support and Additional Support Needs services, including early identification, assessment and negotiation of support through Personal Learning and Support Plans, and the use of a variety of teaching and learning approaches.
- 5.12 All staff have a responsibility to promote support for learning as one of a range of strategies to promote effective learning and should consult with Learning Support staff on a range of issues regarding access to the curriculum and support for learning.
- 5.13 The Learning Support team will liaise with the Core Skills team to access both individual and group support in this area.

- 5.14 Students will be encouraged to take responsibility for their learning through involvement in the support process.

6.0 Rationale

- 6.1 All students have learning needs. Some students have additional support needs, at whatever level of study, and it is our role to anticipate and meet their needs wherever practicable .
- 6.2 Effective Learning Support systems are dependent on the early identification of need. This is achieved by inviting discussion and disclosure before enrolment, by Core Skills Screening during induction and effective referral procedures. The latter may include involvement of appropriate referral agencies
- 6.3 The majority of students will have their needs met within the teaching framework, but a significant minority may require additional support. For some, Learning Support will be offered. For those with particular difficulties, Extended Learning Support (ELS) will be offered.
- 6.4 A discrete teaching programme may be offered that incorporates appropriate support, teaching methods and guidance, where a group are recruited that meets the criteria for a DPG 18 programme. In such instances each student will be involved as a central figure in decision making and may be supported by parents, a friend or a professional or voluntary worker when appropriate. (DPG 18 programmes). Contact may be made with the support person where this is deemed appropriate to support attendance and progress at college.

7.0 Procedures

The College will enable access and inclusion by making the following available to ALL students within resource constraints.

7.1 Access:

The college will provide enhanced physical access to buildings, extended access to facilities using ICT, access support technology and access to specialist staff.

7.2 Student Services and Information:

Student Services provide help, advice and referral for additional support.

Our publicity and promotional materials will reflect the College inclusion strategy.

7.3 Assessment of Needs:

Careful and sensitive screening of the needs of the individual will be made to identify the support required to enable them to carry out their learning within the resources available to the College.

7.4 Individuality and Independence

The College assumes that a student presenting themselves to the College will be capable of, or supported to be capable of independent learning. The College undertakes to treat each student as an individual and to strive to meet their learning needs and goals. The college is not in a position to meet personal care needs nor mobility support.

7.5 Planning and Management

Our Strategic Plan implicitly and explicitly focuses our planning on providing support for learners and overcoming barriers to entry into the College. Our Estates Strategy reflects our commitment to provide appropriate access for all within specific resource constraints.

7.6 Partnerships

Partnership Agreements will include reference to support offered to students by those agencies relevant to the educational goals and progression of the student.

8.0 Procedures for Identification of Need

8.1 Initial identification

- Students will be invited to identify concerns or specific learning needs on application.
- The Learning Support team offer individual interviews on request prior to or following application.
- For DPG 18 programmes there may be a specific Introduction to College course in the year preceding enrolment.
- Where a student has identified additional support needs during the application process, referral must be made to Learning Support prior to the offer of a place, to determine if and how these needs can be met.
- Where appropriate, Personal Learning and Support Plans will be opened and support measures identified before commencement at college.
- Where a special programme (a DPG 18 programme) has been identified as most appropriate a Personal Learning and Support Plan will be opened and will include any prior assessment of need or additional support measures and details of any partnerships relevant to the educational goals and progression of the student.

8.2 Initial Assessment

- As part of induction, screening of all full-time students will be undertaken. Results will be used to establish appropriate levels of study in Core Skills. This information will also be shared with class tutors in order for them to evaluate whether the student should be referred to Learning Support.
- Screening for other students is available at the request of tutors.

8.3 On-Course identification and referral

- Staff may refer a student or group of students for Learning Support at any time during a course by using the appropriate pro-forma, by telephone or e-mail to the Curriculum Leader or Learning Manager or through Student Services.
- Faculties will involve Learning Support in setting 'Recovery Plans' for students
- Student Services will collaborate with the Learning Support team in cross-referral and support of students with the agreement of the student.

9.0 Delivery of Learning Support and Additional Support to Learners

9.1 Learning Support

- Learning Support will be offered to any student, on request or by referral, within the parameters of our resources. Support may be offered discreetly or in a class situation.
- Similarly, Learning Support staff will be assigned to groups, as required, and work alongside other lecturing staff.
- Learning Support staff will also deliver Study Skills to class groups, on request.
- Learning Support will offer workshops to all Faculties as part of the Tutor Toolkit

9.2 Extended Learning Support (ELS)

The Further and Higher Education (Scotland) Act 2005 defines support needs as:

(1)...'a person has "support needs" if the person needs support for the purposes of overcoming a difficulty in learning, or a difficulty in participating in learning, which the person has;

(2) And

- a person has a difficulty in learning if the person has significantly greater difficulty in learning than the majority of other persons within the same age group as the person; and
- a person has a difficulty in participating in learning if the person has greater difficulty in participating in learning than the majority of other persons within the same age group as the person.

(3) But a person is not to be taken as having a difficulty in learning, or a difficulty in participating in learning, solely because the language (or form of the language) in which the person is, or will be, taught is different to a language (or form of a language) which has at any time been spoken in the person's home.

(Sub-section 3 above does not include students who are deaf or hard of hearing.)

Students who have support needs will have access to a named member of staff and a range of support measures which can include:

- Guidance and training in the use of assistive technologies
- Special assessment and examination arrangements
- Specialist assessments
- Assessment and provision of specialist equipment
- Guidance on adaptation to the learning environment

- Learning Styles Analysis
- Solution-Focused Planning
- Development of independent learning skills
- Disabled Students' Allowance

- 9.3 Additional support is available to Higher Education students through successful application for Disability Support Allowance (DSA).
- 9.4 Where the college has a partnership agreement with an outside agency, such as RNIB, the Learning Support team will undertake to support any student enrolled under that project.
- 9.5 Where a discrete DPG18 programme is offered staff responsible for that programme will provide additional support appropriate for the individual within the programme and within the resources of the college.
- 9.6 Services will be delivered chiefly on the college's two main campuses and by arrangement on outreach or at other appropriate sites.

10 Monitoring and Review

- 10.4 The Learning Support team will contribute to the Self-Evaluation process in line with the college policy for quality improvement.
- 10.5 The Bridging programmes team, and other teams involved in the design and delivery of special courses/classes will monitor and review each student's progress in accordance with college policies and procedures and the requirements of the Funding Council.

10.0 Data Protection Act 1998

- 10.1 Jewel & Esk College is committed to ensuring that the processing of personal data is only undertaken in the legitimate operation of the business of the College. The College will ensure that the eight principles on which the Act is based are made known to and observed by all College Staff.

11.0 Review of Policy

- 11.1 This policy will be reviewed in June each year.